

THIS IS THE MAGAZINE PAGE FOR EVERYONE

Aren't the Old, Old Songs, And Not the Latest Ditties, The Sweetest After All?

Can the Coming Generation Wax Sentimental Over the
Present Day Rag Time Melodies and
Remember and Love Them?

By WINIFRED BLACK.

"COME along," said the middle-aged man, "there's a revival of 'Pinafore.' Let's go and see it."

And so we went—the middle-aged man and I—to see "Pinafore."

The theater was packed, though we sat there good and early.

"Let's be in time for the overture," said the middle-aged man. "Usually I like to stroll in somewhere about the middle of the first act, when they're just warmed up to the number that's going to carry the piece."

"I like to see the 'broilers' well enough, but it gets tiresome watching them change their costumes a whole evening."

"This is different. Be ready to start at 8 sharp."

"O, we will, and we did."

"Why, you can hear the water lipping at the bow."

"We're sober men and true, and attentive to our duty."

"It sparkles—that opening chorus, even on the violin, it ripples and dashes and makes invigorating spray of itself all over the place."

"We will, we will."

"The minute we heard it we nudged each other—the middle-aged man and I—for we are old stage friends where nudging is permissible."

"Dear, remembered melodies."

And then we sat back and smiled and sighed and laughed, and once at "Parewell, my own."

"I didn't dare look at the middle-aged man, and I bit my lips very hard and hoped he wasn't looking at me, for tears are hopelessly out of fashion."

"In called, Little Buttercup, dear Little Buttercup." Who did you hear sing that first?

"Think back a minute—Jesse Bartlett Davis, she who made our hearts tremble when she sang 'O, Promise Me' as Alan Dale."

"How you did sing, Jessie Davis, and what a monument it is they've raised to you in Chicago where they loved every note in your golden voice."

Just your name, the date of your

birth, the date of your death, and the first line of the song that was yours; O, promise me that some day you will—

Who can even think of it without the tribute of tears?

"I am the captain of the Pinafore." Well, y-e-s, not a bad looking chap the captain; but compared with the godlike being who sang it when I first heard it—

"What's become of him, I wonder? Has he gone off of silly letters and the girls used to write him? It was silly, of course, but when he used to stand in the moonlight with his guitar at the beginning of that second act and warble—

"Fair moon, to thee I sing—"

"Songs of Today."

We hummed shamelessly after the curtain was down. We walked in time to the music when we left the theater. Ah, me, the world again—the middle-aged world, with tea and dinners and golf scores and bills to pay and little minds to train and little hearts to keep warm. And the news in the papers and the new music at the opera house.

"Every bric-a-brac's daughter drinks wine just like water."

"It's the high cost of living that's giving me pain."

"He's a devil; he's a devil; he's a devil in his own home town." Yes, it's lively all right, the new music, and you can't forget it to save your soul, though sometimes it does seem as if you couldn't save your soul unless you did forget it.

"I love the cows and chickens, and this is the life, this is the life."

"So it is, little girl; so it is."

"Quite right, old chap; quite right. You might as well be dead as out of the fashion, but dare you to be sentimental over one of your cheap little tunes. And when you want to take your little girl to the things you loved to see when you were her age what are you going to pick out for her?"

"The 'Polles of 1914' or 'The Lure'?" And what are you going to talk to her about when she's grown up? I wish you could tell us. It would be so interesting even to guess.

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Educational Expert Finds Vital Necessity For Revolution in Methods of the Public Schools

Miss Elizabeth Timlow Sees
Overbalanced System Pre-
vailing to Detriment of the
Young and of National
Life.

By FLORENCE E. YODER.

"The public school system in the great majority of States is top-heavy and entirely overbalanced," declares Miss Elizabeth Timlow, principal of the Cloverdale School, who is one of the educational committee of the District branch of the Congress of Mothers and Parent-Teacher Association. Asked why the fourteen-year-old school graduate is unfitted for anything but the lowest order of unskilled labor, she said:

"The average fourteen-year-old child is not even a good speller, is poor in arithmetic, has no poise, little concentration power, and, worst of all, cannot obey orders. This is not his fault, nor the fault of the teacher, but of the system."

Miss Timlow is a Wellesley graduate, an expert on child psychology, and has had many years of practical training with small children in her Cloverdale School.

"The high schools," she said, "are showered with money, high-salaried, experienced teachers are given. This is entirely wrong. The education of the young children is the most important factor in the life of a nation, and it is they who should be given the experienced teachers, the liberal and moral training, and the surplus of experience in teachers. The young teacher in the primary grades should be given the necessary moral and mental stimuli."

Should Be Experts.

"When 81 per cent of the children leave the grade schools at the age of fourteen and have no other training and when only 9 per cent go to the high schools, it is evident that the bulk of money supplied by taxpayers should go for the thorough education of that portion of the children who are in the majority."

"All those who are in charge of grade school work should be experts in child psychology, and should be taught to work to correlate the grade school affairs. Uneducated officials allow the forces of the school system to be scattered, to countenance the employment in the grades of the graduates of normal schools."

As a matter of fact, the young teachers should be employed at low salaries in the teaching of the higher grades, while the teachers of the lower grades should be seasoned, experienced women, who are paid high salaries. Salaries should be graded from the bottom up, instead of from the top down as they are now.

"Whenever grade school teachers take degrees at the colleges, when they reach the crux of practical and theoretical training, they are sent away, they immediately prepare to leave for the high schools where they can obtain salaries in keeping with their knowledge. For this, they are not to be blamed."

System At Fault.

"It is the system which is at fault. The unprepared, badly trained eighth grade pupil is given an instructor for whom he is not ready and who should rightly be given jurisdiction over the infinitely more vital training of the small child."

"When I say the forces of education are scattered, I mean that of young child, instead of being taught to read and write and spell, is shown the scattered and miscellaneous information which lingers for a while in his brain but is soon supplanted by other things. The child should be taught to work to correlate the written and spoken word, and to learn through fundamental mathematics the meaning of study and concentration."

"Believe in manual training as supplementary to grade studies, especially where the classes contain children whose future is to enter the world in a working capacity at an early age."

"There is too much oral information given the children and not enough oral work from them. The teachers have too much to do."

Too Many Pupils.

"Then you think that the teacher has too many pupils under her charge?" I asked with memory of my own school days when from forty to fifty children in a class room was the rule.

"Most decidedly," she said smiling. "For the rule should be, in justice to teacher and pupil, fifteen to twenty. The high school classes are so arranged that the pupils receive more individual instruction. Why on earth should the small child, whose nature is so complex, and who needs above anything else individual attention, be standardized and forced to fit himself to a general educational system, and the older child, whose nature is more mature, be given the attention which is really unnecessary?"

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Child Should Be Taught to
Work Rather Than Be-
come Repository For Scat-
tered Masses of Informa-
tion.

elven to go by without taking advantage of the memory stage. At that time the child gets his crass copy books, and he must copy up alphabets, and scribbles code in his copy books. Then he should be given languages, French, Latin, and German will be devoured by him, and vocabulary will expand by leaps and bounds. Arithmetic with mechanical processes will be easier, owing to the sharpened facilities for memory work."

"Then from ten to fourteen comes the delightful stage of algebra and geometry. They can be given, for here is an opportunity to supply the new information. And too, their little minds are full of visions, or ideals of hopes and aspirations, and yearnings for the life to which they are to be trained. How can a teacher of forty-eight children be able to foster properly these precious years and supply the necessary moral and mental stimuli? She simply cannot do it."

After time is taken up with dealing with a class of untrained children who do not know how to study? For how else can they be trained? And then, think of the number!"

The Laboratory Method.

"This system of ascertaining knowledge for the children is admirable. They should be taught that some things are hard and that they require effort. If stamina is not given in early life, the man and women will not have it. My children are taught to face difficulties. They are marked by the results, not by the standard. We work by the laboratory system in mathematics. They are given the help, but are marked by that which they accomplish. Each child is given different work, and does the work exactly what they know they know, and it is surprising to note that no matter how devious the paths, they all are rounded up by the time they are twelve years of age."

This laboratory system is a whole story in itself, and deserves more detailed mention. Miss Timlow is a living example of the theory. She has been in charge of the school for many years, and she understands the psychology of the child. She has only to read the books which she has written, and she will find the theory in practice. The "Cricket Books," "The April Fool Twins," or "A Nest of Girls."

"And do you think that it should be changed for the good of the state?" I asked with a mental picture of the unreal.

"Yes," she replied. "And it should be tried out, not for one year, or two years, but for ten or twenty years. The theory is correct. Practically, it meets the demands of the public and has been tried out repeatedly. I know of no other method which is so good, if it would be necessary for a whole class to go through the entire set of the book, it means from ten to fourteen years."

"The first two years of the child's school life should be replete with study. Poor readers demand oral instruction in reading, writing, and arithmetic. They should be given reading. For it is by reading that the child obtains all further information. The teacher should be free to a certain extent in the administration of her work, and should not be held down and confined by a standard which ruthlessly crushes through individualism. She should know when and how to change the work, and should be free to do so. She should not be anything which can be learned out of a book but through experience. Certain qualities of judgment, of appreciation, are gained only through perspective and the foreknowledge of the child. The normal school graduate, so lately a pupil herself, is not adequate to meet the demands of the primary grade child."

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Add Sweets to Your Diet And Use a Styptic Gargle To Cure Tobacco Habit

By DR. LEONARD KEENE HIRSHBERG.
M. A., M. D. (Johns Hopkins.)

Tobacco has no medical virtues—that I'll avow. The unchallenged "solace" accredited by nervous smokers to this lavish, heart-expanding weed is a victory for their cause. It is such a victory, however, as the armies in Europe frequently report, something like this: "Our left flank gave way slightly, our right flank also gave way somewhat, and so did our center. We even retreated a little for strategic reasons, despite the overwhelming superiority of the enemy's numbers, but our victory in this repulsing them is all the more complete."

Thus it is with the alleged "solace" that soothes the brow of the otherwise harassed adherent of Lady Nicotine. Actually what has taken place is the hypersusceptible and irritable development of the smoker's temperament to be pleasantly and economically and physiologically for everybody.

Experimental results are always divided and at variance as to the effects of the tobacco habit upon muscular and intellectual efficiency. Whether a man is slim or fat because he smokes is also still mooted to go. The fact is neither side nor virtue in the matter. Nor does the cigarette habit ever lead to the alcohol habit or even to any immoral habit.

Yet, when all is said and done, no sane or physically perfect man should smoke tobacco. It is unwholesome, it is a bad habit, and it is a good idea, then, it cannot add even those it by chance does not harm physically, why carry a lighted match into the powder magazine of life?

Method of Cure.

It is therefore, that I summon all reasonable men—and of course women, of whom there are few—to abandon their pernicious, enslaving habit. It is worth less to everybody, except those who deal in it, plant it, or manufacture its finished products.

"But," you ask, "how am I to break the life-long habit?" The answer rests partly in your own will to throw off the shackles and in part with your doctor. The doctor always goes to something else than to smoke when you crave the weed.

Dr. Hirschberg will answer questions for readers of this paper on medical subjects of general interest. He will not undertake to prescribe or offer advice for individual cases. Write him at Johns Hopkins Hospital, Baltimore, Md., or at his private office, 1111 F Street, N.W., Washington, D.C.